DOCUMENT RESUME

ED 153 426 EC 110 375

AUTHOR Hart, Sandra P.; And Others
TITLE Multi-Media Classroom Center for Survival Vocabulary Through Speechreading and Auditory Training.
PUB DATE May 78
NOTE 20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session Th26)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Audiovisual Aids; *Auditory Training; *Aurally Handicapped; Elementary Education; *Learning Laboratories; *Lip Reading; *Program Descriptions; Teaching Methods; Vocabulary Development

ABSTRACT

Described is the Multi-Media Classroom Center for Survival Vocabulary through Speechreading and Auditory Training, a program for hearing impaired students (7 to 15 years old). The Learning Center is noted to consist of two media stations, each with a variety of stimuli which have been designed to actively involve the students in speechreading and auditory training. Procedures for use of the videotape and audio card reader stations are outlined. Appended are sample record forms, a pre/post test, instructions for preparing visuals, and examples of auditory tasks for hearing impaired children. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED153426

MULTI-MEDIA CLASSROOM CENTER FOR SURVIVAL VOCABULARY THROUGH SPEECHREADING AND AUDITORY TRAINING

Presented at

56th ANNUAL INTERNATIONAL CONVENTION

COUNCIL FOR EXCEPTIONAL CHILDREN

KANSAS CITY, MAY, 1978.

Sandra Hart, Yetti Sinnreich
Don Mahoney, Fani Brown-Miller

Kendall Demonstration Elementary School
Kendall Green - Gallaudet College
Washington, D.C. 20002

EC110375

The ability to speechread and understand specified words and phrases is necessary for the hearing impaired when interacting outside the deaf community. The ease with which a hearing impaired person can understand and react to words, phrases and questions facilitates coping with many social and emergency situations. Basic to the development of the Multi-Media Classroom Center for Survival Vocabulary Through Speechreading and Auditory Training (hereafter referred to as the "Learning Center") was the identification of necessary skills which would enable students to function effectively outside the school situation.

Combining this identified need of the students with the goal of the Middle School program, Kendall School's philosophy of total communication and open education plus the availability of resources, both human and mechanical, the "Learning Center" was developed. The Center was designed to teach a prescribed "survival" vocabulary utilizing fundamental principles of speechreading and auditory training.

The goals of the Middle School concentrate on increasing the student's awareness of and ability to handle social realities and real life situations, as well as, continuing to increase their academic competencies.

"The philosophy or attitude of constantly determining the objectives, demands and constraints, of each communication situation and utilizing, developing and accepting those communication strategies which are best suited to that situation and to the learning style of the individual involved in the process." 1/ Similarly, those of open education encourage individualizing instruction, learning centers and innovative educational practices that provide for the needs of each student.

Incorporating these goals and the assumption that hearing impaired students must sometimes rely on speechreading and auditory skills for sheer

survival in the hearing world. The "Learning Center" seeks to enable to identify certain basic words, phrases and questions which can be easily recognized through familiarity with often repeated patterns meeting the ear and eye. The combined expertise of the middle school teachers, the speech resource specialist and the open education specialist as well as access to video taping facilities enabled this project to become a reality.

The students for which the Center was initially designed ranged in age from eleven to fifteen. They exhibited a wide range of academic skills, varied speechreading/auditory training experiences and capabilities and had hearing losses ranging from moderate to profound. A younger student population, ages seven-nine also participated in this project. This population was characterized by 2.2 reading level, strong language skills and previous experience with speechreading and auditory training.

The "Learning Center" consists of two media stations, each with a variety of stimuli which have been designed to actively involve the students in speechreading and auditory training. Before beginning either of the stations, the students are given the Myklebust-Neyhus test of speechreading ability. The results from the test provide information as to the speech-reading ability of the students. Using the information from the Myklebust-Neyhus test plus audiologic and academic information and general auditory performance in the classroom, the students are then directed to the "Learning Center" stations. This information helped us predict fairly accurate those students who would be able to use the Center to its fullest extent without teacher assistance.

The video-tape station presently consists of one pre-test/post-test color video-tape cassette and one color video-tape cassette for each of the three sets of items. On the pre-test/post-test cassette each item in the program is presented as spoken by one person and is seen in a "face-only"

close up shot on the T.V. screen. The items are presented as listed by sets (A,B, and C). Each item is spoken with voice, providing a three second interval between vocalizations. Ample time is left between each item to allow the students adequate time to mark their score sheet and re-focus attention on the screen for the following item. The audio signal has been included on the tape, but it can easily be excluded by reduction of the volume control on the T.V. set if preferable.

The items presently video taped for the center are grouped as words, phrases, or questions. The cassettes of sets "A" and "C" consist of five items each while six items are on set "B."

Each item on the cassette tape is presented in four separate and distinct ways. These vary in communication mode and lead the student directly to the essential speechreading task.

The item first occurs in a contextual situation which involves dramatization of a scene in which the item is appropriately used. These scenes, as portrayed by both adults and students, are brief and depict situations that might occur in everyday life. In each scene, the item is presented at least twice within a total communication format.

Immediately following the skit, the person who used the given item in the skit is isolated on camera. That person then turns toward the camera and clearly speaks and signs the item twice, directly to the camera.

The item appears for the third time solely in printed form. It remains isolated on the screen for a period of several seconds. The fourth time, the item is presented orally by the same person, in a close-up shot. Looking directly at the camera, he or she clearly pronounces the given item twice.

This completes the presentation of that item. The next item of the set is then presented within the same four-step format.

The four steps described above are essential to the design of the tapes. In this manner, the students view each item:

A) within a contextual situation as it would be seen in everyday use;

B) signed and spoken in isolation;

C) in print;

D) spoken with a close-up view of the face.

Not only does it provide a wide range of communication modes with which to relate, but it also systematically leads the students to the necessary speechreading stimulus.

Procedures for student use are:

1. Introduction

   Students entering the station are given a score sheet. This provides them with the entire list of items grouped in sets. Some work should be done to insure that students are familiar with and can sight read the items.

2. Pretest

   Following an explanation of the center, the students are seated at their desks within comfortable viewing/listening range of the T.V. monitor with an unobstructed view of the screen. A limit of 4-5 students is suggested. The students are instructed to circle the correct response from among the items before them on the score sheet: a multiple choice task. The instructor then presents the pre-test videotape cassette. Following the pre-test, score sheets are corrected and marked. The students are then ready to watch sets A, B, and C. It should be explained that a post-test will follow the completion of all three sets.

3. Observation of videotape sets A, B, C

If possible, it is suggested that the students be instructed in the use of the videotape deck. Operation of the equipment is simple when cassettes are used. This allows the students to select and observe the tapes as often as they wish, at their own rate, and in a comfortable, relaxed atmosphere. Most students find it an enjoyable experience. Independent use of the equipment is an additional motivating factor in that the student assumes control of his/her participation in the station.

As an alternative to independent use, the tapes may be presented to the students on an individual or small group basis. The students should be permitted to view the tapes as often as they wish. When ready, they should inform the instructor that they are ready for the post-test.

4. Post-Test

The performance criterion should be based on the abilities of the individual student and/or students. The format, vocabulary, and procedures for the post-test are identical to the pre-test.

5. Follow-up Test

After completion of steps 1-4, the instructor administers a follow-up test of all items in a one to one setting with each student. Procedures are the same as for the pre and post tests. This will provide the instructor with information regarding the students ability to speechread using different presentation modes, i.e. T.V. versus fact-to-face.

This concludes the procedures for the videotape portion of the center. It is suggested, however, that the tapes be made available to the students so that they may view the tapes at their leisure for additional reinforcement.

The components of the audio card reader station include a Bell and Howell Language Master and 90 audio tape cards. There are six audio tape cards for each item. They are grouped according to size, stimulus, or lack of stimulus. The number of cards available for each item allows for flexibility and complexity of listening tasks.

Group A consists of 15, 8 1/2" X 11" cards, teacher recorded "survival" vocabulary on a strip of magnetic recording tape at the bottom of the card, plus attached visuals depicting the utterance. The majority of the visual used came from the Newby Visualanguage series. However, the pictures may be selected from books, magazines or they may be teacher or student drawn.

Group B consists of 15, 8 1/2" X 11" blank cards, teacher recorded "survival" vocabulary. The audio track is identical to Group A.

Group C consists of 15, 8 1/2" X 11" blank cards.

Group D consists of 15, 3 1/2" X 9" cards, "survival" vocabulary recorded by a woman.

Group E consists of 15, 3 1/2" X 9" cards, "survival" vocabulary recorded by a man.

Group F consists of 15, 3 1/2" X 9" blank cards.

The card reader station provides the student with various listening/reading tasks with an increased complexity of stimulus (e.g. word, phrase, question). The types of tasks presented to the student incorporate the four levels of auditory perception: detection, discrimination, recognition and comprehension.

The following are examples of listening tasks used in the station:

The first listening task in this station is for the student to detect the presence or absence of sound. The student listens to audio tape cards from group B and C and decides whether a speech stimulus is present or absent. The student then places the cards in an appropriately designated

container. This procedure can be repeated using cards selected from groups D, E, and F.

The second listening task is discriminating between words, phrases, and questions of varying duration. The audio tape cards are arranged in pairs, some identical. The similarity of the speech stimuli will determine the degree of difficulty for each pair. The student listens to each pair and decides if they are the same or different. He then places the cards in the appropiately designated container.

The third listening task is recognizing specified speech stimuli. Based on the student's discrimination ability, a group of audio-tape cards are selected from group B. The student is given the identical cards from group A (which have the pictures attached). The student matches the audio-tape cards to the picture cards. The complexity of the task can be varied by changing the number of choices, and/or increasing the similarity of the speech stimuli.

Another recognition task is male versus female voices. The student listens to audio tape cards from groups D and E. He decides whether the voice on the card is male or female and places it in the appropriately designated container.

The fourth task is demonstrating comprehension of given questions by responding appropriately. The student listens to question cards selected from groups B, D, and E, and responds in writing, orally or through sign language.

The activities described above are only a general sample of the types of activities that can be used with the audio-tape cards.

The "survival" vocabulary can be presented to profoundly hearing impaired students so that they can have a positive auditory experience using the station. This will require some teacher assistance and careful

selection of stimuli presented to the student.

It should be emphasized that what has been described is a model developed for the needs of the Kendall School population. The "survival" vocabulary chosen was selected for this population and need not be the same as attached (see Appendix). Nor should the vocabulary be limited to words, phrases and questions. The components, as well as the vocabulary, of the "Learning Center" are adaptable.

APPENDICES

RECORD FORM

Name

Sex: M ____ F ____

Date of Birth _____

Audiological Status

SAT _____ SRT _____

Speech Discrim. (WIPI) _____ (MPTD) _____

Aud. Alone = _____

Auditory + Visual = _____

Myklebust-Neyhus Speechreading Assessment Form

	Raw Score	Standard Score	Per-centile	Rating
Words	_____	_____	_____	_____
Phrases	_____	_____	_____	_____
Sentences	_____	_____	_____	_____
Phrases and Sentences	_____	_____	_____	_____
Total Score	_____	_____	_____	_____

General Impressions and Recommendations:

Sample: Video Tape Record Form

	A	B	C	D	E
Pre-test: Date	_____	_____	_____	_____	_____
Score	_____	_____	_____	_____	_____
Post-test: Date	_____	_____	_____	_____	_____
Score	_____	_____	_____	_____	_____
Post-test: Date (Face-to-face)	_____	_____	_____	_____	_____
Score	_____	_____	_____	_____	_____

SAMPLE: AUDITORY SKILLS RECORD FORM FOR HEARING IMPAIRED CHILDREN FOR EACH LEVEL OF RESPONSE COMPLEXITY.

	Yes	No	Please	Stop	Help	Thank-you	Be careful	Don't touch	I'm sorry	I don't know	I don't understand	What's wrong?	What happened?	What's your name?	What's your telephone number?	Where do you live?
READ																
DETECT																
DISCRIMINATE																
Words vs Questions																
Words vs Phrases																
Phrases vs Questions																
Questions vs Questions																
Phrase vs Phrase																
Word vs Word																
Voice: Man vs Woman																
RECOGNIZE																
Words																
Phrases																
Questions																
Man Voice																
Woman Voice																
COMPREHEND																
Words																
Phrases																
Questions																

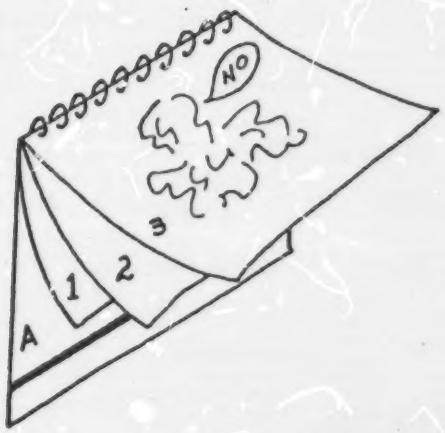
PRE/POST TEST

NAME _____ DATE _____

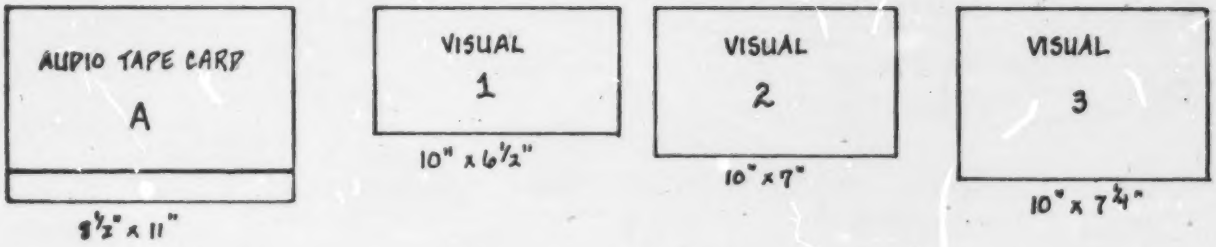
AGE _____

SET A	SET B	SET C
1. Yes	1. Thank-you.	1. What's wrong?
No	Be careful.	What happened?
Please	Don't touch.	What's your name?
Stop	I'm sorry.	What's your telephone number?
Help	I don't know.	Where do you live?
	I don't understand.	
2. Yes	2. Thank-you.	2. What's wrong?
No	Be careful.	What happened?
Please	Don't touch.	What's your name?
Stop	I'm sorry.	What's your telephone number?
Help	I don't know.	Where do you live?
	I don t understand.	
3. Yes	3. Thank-you.	3. What's wrong?
No	Be careful.	What happened?
Please	Don't touch.	What's your name?
Stop	I'm sorry.	What's your telephone number?
Help	I don't know.	Where do you live?
	I don't understand.	
4. Yes	4. Thank-you.	4. What's wrong?
No	Be careful.	What happened?
Please	Don't touch.	What's your name?
Stop	I'm sorry.	What's your telephone number?
Help	I don't know.	Where do you live?
	I don't understand.	
5. Yes	5. Thank-you.	5. What's wrong?
No	Be careful.	What happened?
Please	Don't touch.	What's your name?
Stop	I'm sorry.	What's your telephone number?
Help	I don't know.	Where do you live?
	I don't understand.	

Audio tape cards: Techniques For Preparing Visuals



Components of Finished Product



Basic writing and drawing materials:

Standard pens, pencils, and other writing devices work well on blank visuals. However, because the materials are handled so extensively, anything that might smudge or flake off should be avoided.

1) Determine age and language level of children to use visuals.

2) Select words, phrases, sentences to be depicted through pictures.

3) Select 3 appropriate pictures for each phrase varying the context in which it is used. Pictures may be obtained from magazines, textbooks, student workbooks, store catalogues, flash cards, etc.

We used pictures from the Newby Visualanguage Verb series.

[1969 Robert F. Newby. Director IMC, Pennsylvania School for the Deaf. 7500 Germantown Avenue. Philadelphia, Pennsylvania 19119]

4) Cut out appropriate pictures.

Place picture on blank visual card and position. Leave room for the printed phrase! The most desirable adhesive is rubber cement which is permanent and relatively neat to work with.

5) Paste the cut out picture in position. The entire visual may be laminated before it is attached to the Audio tape card.

6) The finished product can be spiral bound.

The materials can be used either for self-instruction by the child or during individual work with the teacher or teacher-aide.

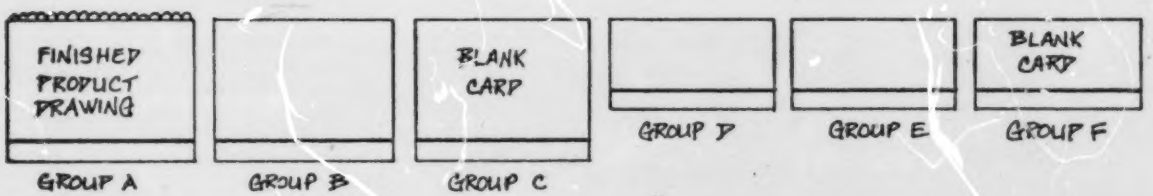
Audio tape cards: Listening tasks

Examples of auditory tasks for hearing impaired children

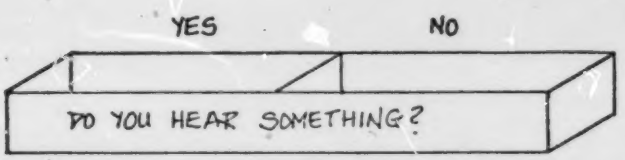
1) DETECTION (presence/absence of sound)

Objective: To detect the presence or absence of sound.

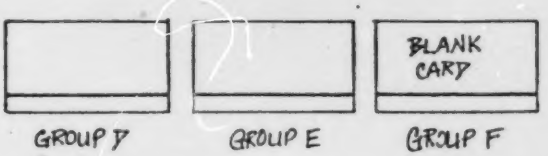
Procedure: The student will listen to audio tape cards selected from groups B and C.



The student will decide whether a speech stimulus is present or absent.
The student will place the card in the appropriate container.



The same procedure can be used selecting cards from D, E, and F groups.

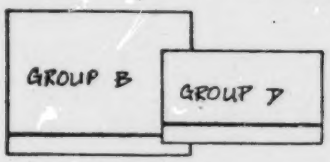


2) DISCRIMINATION (same/different)

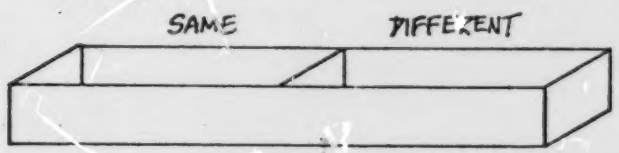
Objective: To discriminate between words, phrases and questions of varying durations.

Procedure: Arrange the audio tape cards from groups B and D in pairs. Some pairs should be identical. The similarity of the speech stimulus will determine the degree of difficulty for each pair.

The student will listen to each pair and decide if they are the same or different.



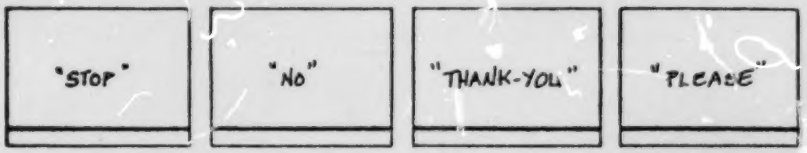
The student will place the cards in the appropriate container.



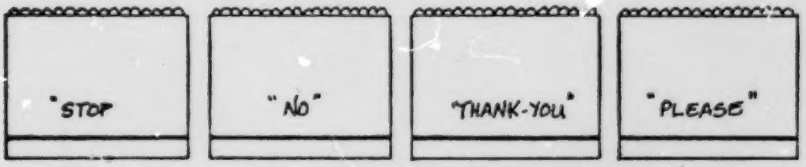
3) RECOGNITION (identification, labeling)

Objective: To recognize specified speech stimuli.

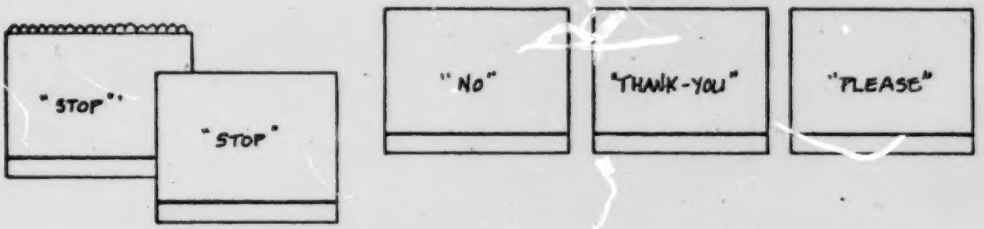
Procedure: Based on student's discrimination ability, a group of audio tape cards will be selected from group B.



The student will be given the identical set from group A.



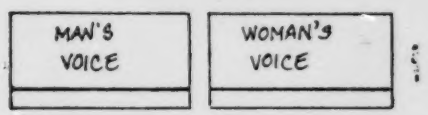
The student will match the audio tape cards to the picture cards from group A.



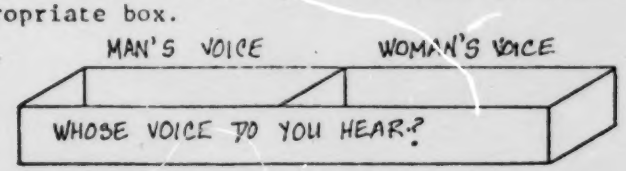
The complexity of the task can be varied by changing the number of choices, as well as by increasing the similarity of the speech stimulus.

Objective: To recognize male and female voice.

Procedure: The student will be given audio tape cards from groups D and E.



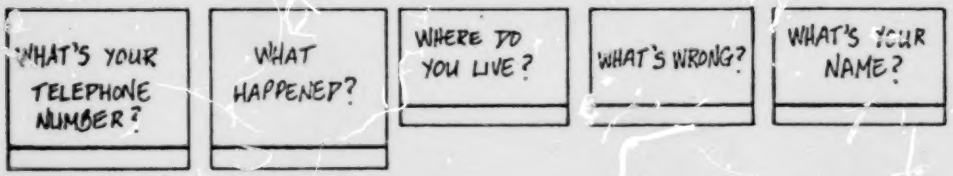
The student will listen to each card and place the card in the appropriate box.



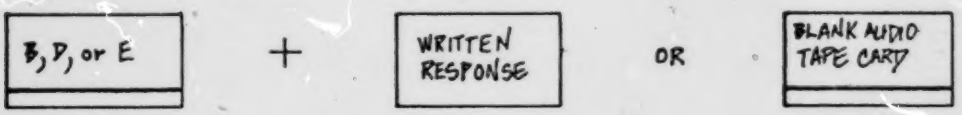
4) COMPREHENSION (understanding meaning)

Objective: To demonstrate comprehension of given questions by responding appropriately.

Procedure: The student will be given audio tape cards, recorded with questions, selected from groups B, D, and E.



The student will listen to a question and answer appropriately. The student may respond in writing, orally or through sign language.



Where do you live?

Student Voice
I live in _____.